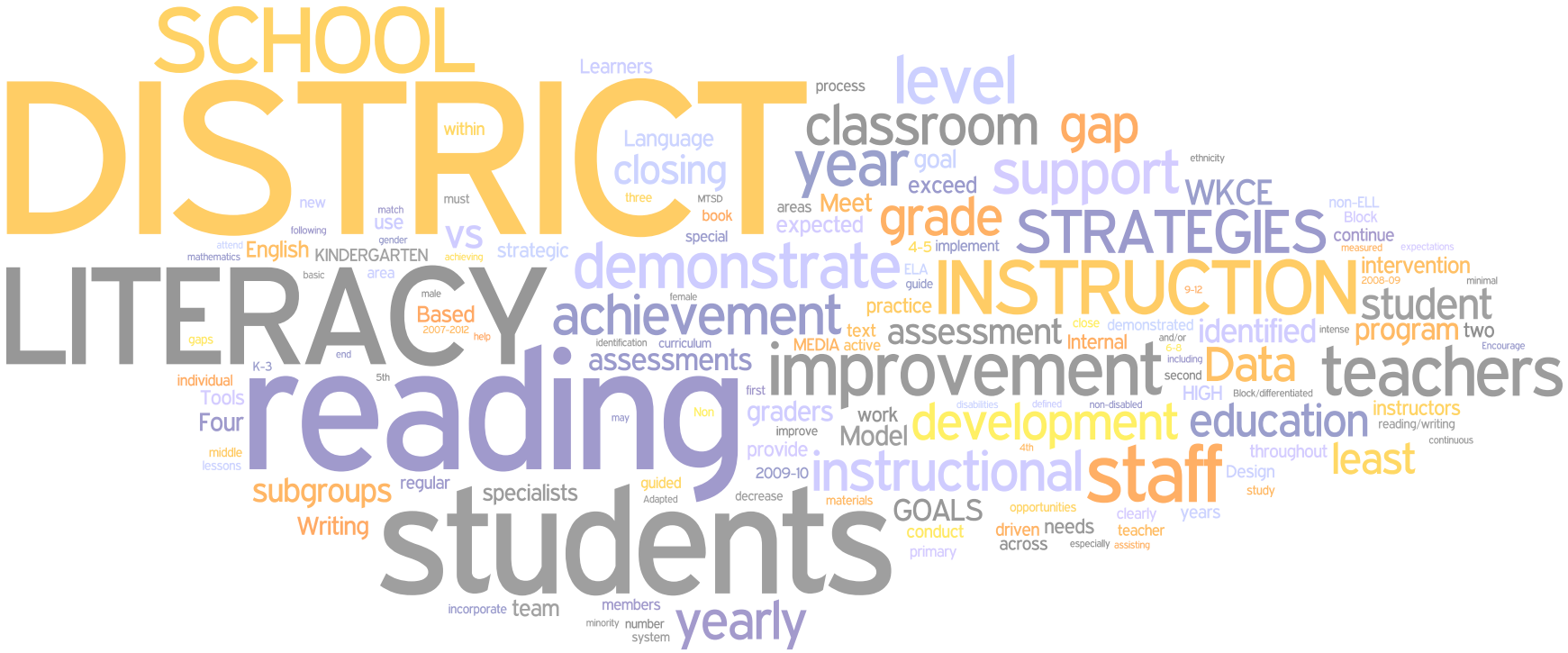
SCHOOL
DISTRICT
Learners
process
level
classroom
gap
within
Language
closing
year
goal
support
ethnicity
WKCE
new
match
must
three
MTSD
book
areas
Meet
expected
grade
exceed
non-ELL
Block
use
vs
special
4-5
implement
STRATEGIES
continue
measured
expectations
following
attend
mathematics
English
KINDERGARTEN
gender
achieving
strategic
demonstrate
ELA
guide
INSTRUCTION
intervention
2008-09
minimal
LITERACY
basic
area
male
female
9-12
student
Based
2007-2012
help
practice
achievement
assessment
close
demonstrated
identified
program
two
gaps
identification
curriculum
MEDIA
active
text
internal
and/or
intense
Encourage
K-3
end
assessments
improvement
6-8
including
Data
teachers
individual
5th
reading
first
second
HIGH
Block/differentiated
Tools
Four
may
Non
graders
disabilities
defined
non-disabled
work
development
education
instructors
reading/writing
improve
Model
continuous
middle
lessons
provide
4th
throughout
least
2009-10
instructional
staff
Design
study
subgroups
regular
specialists
guided
Adapted
decrease
materials
GOALS
opportunities
clearly
years
Writing
students
conduct
driven
needs
teacher
primary
across
especially
assisting
incorporate
team
members
minority
number
system
yearly